Excellence in Education

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Livingston Parish Continuous Learning Plan

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UPDATED
July 2023

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TECHNOLOGY

PRIORITY: ACCESS

The school system will provide adequate devices and connection for those that are in need. Folder of ALL Resources

SCHOOL ACTIONS
Click On Item Hyperlinks For Resources

- ❑ All students have access to an adequate device at home. (Not phone or tablet)
- ❑ All students have internet access.
- ❑ All staff have access to an adequate device at home.
- ❑ All staff have internet access.

- ❑ All staff have been trained in digital classroom management systems.
- ❑ All staff have experience in using digital classroom management systems.

- ❑ All parents have been given access to tip sheets and training videos, and/or trained.
- ❑ Student Password Keeper

IMPORTANT IMPLEMENTATION THOUGHTS

- ❑ How will lessons be delivered?
- ❑ How will students be assessed?
- ❑ How will feedback be given?
- ❑ How will instruction be differentiated?
- ❑ How will assessment data be used to plan for upcoming lessons?
- ❑ How will you be available to answer individual questions? (Zoom, office hours, email...)

NOTES AND NEXT STEPS

Remember...
Virtual lessons take longer than expected. Consider there will be distractions at home, poor internet connection, technical difficulties, confusion, and other issues.

Pre-Kindergarten

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

PRINCIPAL ACTIONS
Click On Item Hyperlinks For Resources

- ❑ Inform stakeholders about primary mode of communication (website, email, social media, etc.) and communicate all expectations of students and parents in this process (participation, attendance, etc.)
- ❑ Update all parent contact information in PowerSchool.
- ❑ Release technology (iPads and hotspots) to students in need. (Pre-K Device Agreement)
- ❑ Meet weekly in grade level/department/data meetings, etc.
- ❑ Maintain school hours during virtual learning-communicating to all stakeholders.
- ❑ Notify parents, students, and community, via social media, that normal school hours will be maintained for communication.
- ❑ Establish daily office hours for all teachers when they are immediately available for students via ZOOM. This information should be posted in Google Classroom. Example: Can be first hour of the day, last 20 minutes of the day, etc.
- ❑ Provide Virtual teaching schedule to include office hours and planning time. (Sample Virtual Schedule)
- ❑ Attend ZOOM lessons throughout the week to monitor Virtual Learning and provide feedback to teachers.
- ❑ Establish school-wide expectations around distance learning including teacher observations and reviewing and providing feedback on lesson plans.
- ❑ Develop a process to leverage common planning time to support your professional development plan.
- ❑ Communicate with parents weekly through newsletter on web page, social media, School Messenger, Remind 101,etc.
- ❑ Ensure counselors identify and maintain contact with at-risk students in regard to social and emotional learning.
- ❑ Develop a discipline plan with clear expectations.
- ❑ Ensure teachers have copies of IEPs, IAPs, and ELPs.
- ❑ Create a Technology Support System.
- ❑ Create a "Help Desk" for technology related issues (log-in, submission of assignments, accessibility, etc.)
- ❑ Establish attendance system.

Pre-Kindergarten

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

TEACHER ACTIONS
Click On Item Hyperlinks For Resources

- ❑ Review Scope and Sequence to identify major content which still needs to be covered.

- ❑ Host a ZOOM meeting to communicate expectations for virtual learning and procedures for ZOOM meetings, daily instruction and schedules to students and parents. Reiterate normal school hours will be maintained for communication between the school and home.

- ❑ Establish office hours when you will be available to students and/or parents.

- ❑ Communicate with parents and administration when there is a concern over attendance, participation, and student growth.

- ❑ Use the Virtual Teaching Schedule for Pre-K as a guide for instruction.

- ❑ Plan lessons that allow for blended instruction (if developmentally appropriate for your students).

- ❑ Continue to create lessons using the Teaching Strategies Digital Curriculum Resources that include the following components:

  - ❑ Instruction: Daily face-to-face interaction via ZOOM that will introduce a topic to students. Should not be more than 20 minutes in length.

  - ❑ Practice: Students apply their learning

  - ❑ Test Your Knowledge: Daily formative assessment or summative assessment opportunity

- ❑ Plan activities that follow the ELDS standards and the Tier I curriculum that includes any or all of the following resources (Creative Curriculum Family Resources, Teaching Strategies Classroom Connect Lessons, ELA At-Home Lessons, ELA Resources for At-Home Activities, Math At-Home Lessons, Math Resources for At-Home Activities, Fine Motor At-Home Lessons, Fine Motor Resources for At-Home Activities, Boom Card Activities for TSG Objectives, and Seesaw Activities)

- ❑ Refer to the Continuous Learning Binder for hard copies of these individual activities. Electronic copies are located in the Google Classroom Class Code: gof435i

- ❑ Maintain 1 assessment per week in ELA (Language and Literacy) and 1 assessment per week in Math.

- ❑ Confirm that students have been issued an iPad that has been signed out using the Pre-K Device Agreement.

- ❑ Provide students with their individual student Clever QR code. Ensure students can log in and work in Seesaw.

- ❑ If using the "Family" app in Teaching Strategies, enroll at least one family member in that student's TSG account using their valid email address so learning activities can be emailed to them from T.S.

- ❑ Attend grade level meetings weekly with grade bands and/or subject area via ZOOM or in person.

- ❑ Provide extra assistance via ZOOM to students who are struggling academically.

- ❑ Plan to continue collecting documentation to assess in Teaching Strategies GOLD.

Pre-Kindergarten

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

PARENT ACTIONS

❑ Provide your child's teacher with a valid email address.

❑ Establish a routine at home for completing assignments.

❑ Establish a daily routine for your child.

❑ Prepare a workspace free from distractions. Keep siblings in another room.
Do not allow any electronics that are not needed for school assignments.

❑ Communicate with your child's teacher weekly.

❑ Check Seesaw and/or emails from Teaching Strategies daily for updates from teacher.

❑ Check your child's work for completion.

❑ Allow productive struggles for your child. Provide assistance when needed. However,
do not complete assignments for your child.

❑ When using digital platforms during virtual sessions, the teacher and class can see
and hear what is occurring in your home.

❑ Please use appropriate language.

❑ Report any technology issues to your child's teacher or support facilitator.
If you cannot reach your child's teacher, please contact the school.

Pre-Kindergarten

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

STUDENT ACTIONS (with parental support)
Click On Item Hyperlinks For Resources

- ❑ Follow daily routine.

- ❑ Check Seesaw and/or emails from Teaching Strategies daily for updates from teacher.

- ❑ Attend scheduled zoom lessons.

- ❑ Follow rules and teacher expectations .

- ❑ Dress appropriately during face-to-face time. Wear clothing that would be school appropriate.

- ❑ Find a quiet place to work, free from distractions.

- ❑ Have all materials ready for class before your class begins. This includes your Clever login QR code.

- ❑ You must use a device during face-to-face time. Have your device plugged in to a charger or fully charged for lessons.

- ❑ Do not use any electronics that are not needed for class during your instruction class time. (Example: TV, phone, iPad, etc.)

- ❑ Communicate with your teachers. Ask for help when needed.

- ❑ Email your teacher when you turn in an assignment late.

- ❑ Do not eat during class.

- ❑ Use appropriate language.

- ❑ During face-to-face, login 5 minutes before your scheduled time. When using chat feature, remain on topic and use appropriate language. Follow all teacher directions.

Kindergarten – Fifth Grade

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

PRINCIPAL ACTIONS
Click On Item Hyperlinks For Resources

- ❑ Inform stakeholders about primary mode of communication (website, email, social media, etc.) and communicate all expectations of students and parents in this process (participation, attendance, etc.)
- ❑ Update all parent contact information in PowerSchool.
- ❑ Release technology (devices and hotspots) to students in need. (LPPS Device Agreement)
- ❑ Communicate with Librarian to ensure students have needed texts for Wit & Wisdom and CKLA., Amplify Science, and iReady Math
- ❑ Meet weekly with staff (grade level/departments/data meetings, etc.)
- ❑ Maintain school hours during virtual learning & communicate this to all stakeholders.
- ❑ Notify parents, students, and community, via social media, that normal school hours will be maintained.
- ❑ Monitor Virtual Learning by reviewing PowerSchool grades each week.
- ❑ Establish daily office hours for all teachers where they are immediately available for students via ZOOM. Can be first 1 hour of the day, last 20 minutes of the day, etc.
- ❑ Provide Virtual teaching schedule to include office hours and planning time. Sample Virtual Schedule
- ❑ Attend ZOOM lessons throughout the week to monitor and provide feedback to teachers.
- ❑ Establish school-wide expectations around distance learning including teacher observations and reviewing and providing feedback on lesson plans.
- ❑ Develop a process to leverage common planning time to support your professional development plan.
- ❑ Communicate with parents weekly through newsletter on web page, social media, School Messenger, Remind 101,etc.
- ❑ Counselors identify and maintain contact with at-risk students in regard to social and emotional learning.
- ❑ Develop a discipline plan with clear expectations.
- ❑ Ensure teachers have copies of IEPs, IAPs, and ELPs.
- ❑ Create a Technology Support System.
- ❑ Create a "Help Desk" for technology related issues (log-in, submission of assignments, accessibility, etc.)
- ❑ Establish attendance system.
- ❑ Distribute home paper packets if applicable through office (short period closure).

Kindergarten – Fifth Grade

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Teacher Actions
Click On Item Hyperlinks For Resources

- ☐ Review Scope and Sequence to identify major content which still needs to be covered.

- ☐ Host a ZOOM meeting to communicate expectations for virtual learning and procedures for ZOOM meetings and daily instruction to students and parents. Reiterate normal school hours will be maintained.

- ☐ Create virtual lessons on Google Classroom that include the following components:

  - ☐ <u>Instruction</u>: Daily face-to-face interaction via ZOOM that will introduce a topic to students. Should not be more than 45 minutes (K-2) and 60 minutes (3-5) in length.

  - ☐ <u>Practice</u>: Students apply their learning, independently (one task per lesson)

  - ☐ <u>Test Your Knowledge</u>: Daily formative assessment or summative assessment opportunity

- ☐ Maintain 1 grade per week in Math, Science, and Social Studies. Maintain 2 grades per week in ELA.

- ☐ Suggestion of no more than 20 minutes of Direct Instruction for K-2.

- ☐ Suggestion of no more than 30 minutes of Direct Instruction for grades 3-5.

- ☐ Establish office hours where you are available to students for each class.

- ☐ Communicate with parents and administration when there is concern over attendance, participation, and grades.

- ☐ Follow Virtual Teaching Schedule

- ☐ Provide students and parents with a daily schedule.

- ☐ Plan lessons that allow for blended instruction.

- ☐ Use all Tier I and District Provided Curriculum. Follow Scope and Sequence from required curriculums (Ready Math, Wit and Wisdom, CKLA, Amplify Science, Bayou Bridges Social Studies.

- ☐ https://greatminds.org/

- ☐ https://amplify.com

- ☐ https://login.i-ready.com/

- ☐ CKLA Lesson Videos-Elementary ELA SharePoint

Kindergarten – Fifth Grade

TEACHER ACTIONS (CONTINUED)
Click On Item Hyperlinks For Resources

- ☐ Social Studies K – 5 Bayou Bridges
- ☐ https://www.louisianabelieves.com/academics/bayou-bridges
- ☐ Clever (Amplify, Mindplay, iReady Math, iReady Reading, Edulastic)
- ☐ Provide students with a master list of logins. Ensure students can log in and work in all online platforms necessary for your class.
- ☐ Attend grade level meetings weekly with grade bands and/or subject area via ZOOM or in person.
- ☐ Provide extra assistance via ZOOM to students who are struggling academically.
- ☐ Provide paper packets for home aligned to tier 1 curriculums (short period closure).

PARENT ACTIONS

- ☐ Establish a routine at home for completing assignments.
- ☐ Establish a daily routine for your child.
- ☐ Prepare a workspace free from distractions. Keep siblings in another room. Do not allow any electronics that are not needed for school assignments.
- ☐ Communicate with your child's teacher weekly.
- ☐ Check your child's work for completion.
- ☐ Allow productive struggles for your child. Do not give your child answers.
- ☐ When using digital platforms during virtual sessions, the teacher and class can see and hear what is occurring in your home.
- ☐ Please use appropriate language.
- ☐ Report any technology issues to your child's teacher or support facilitator. If you cannot reach your child's teacher, please contact the school.
- ☐ Students may fail in the virtual environment if they fail to participate and complete assignments.

Kindergarten – Fifth Grade

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

STUDENT ACTIONS
Click On Item Hyperlinks For Resources

- ❑ Follow daily routine.

- ❑ Check Google Classroom daily for updates from teacher.

- ❑ Attend scheduled zoom lessons.

- ❑ Follow rules and teacher expectations .

- ❑ Dress appropriately during face-to-face time. Wear clothing that would be school appropriate.

- ❑ Find a quiet place to work, free from distractions.

- ❑ Have all materials ready for class before your class begins.

- ❑ You must use a laptop during face-to-face time. Have your laptop plugged in to a charger or fully charged for lessons.

- ❑ Student is responsible for self-paced lessons and assignments.

- ❑ Do not use any electronics that are not needed for class during your instruction class time. (Example: TV, phone, iPad, etc.)

- ❑ Communicate with your teachers. Ask for help when needed.

- ❑ Email your teacher when you turn in an assignment late.

- ❑ Do not eat during class.

- ❑ Use appropriate language.

- ❑ During face-to-face, login 5 minutes before your scheduled time. When using chat feature, remain on topic and use appropriate language. Follow all teacher directions.

Middle School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Principal Actions
Click On Item Hyperlinks For Resources

- ❑ Inform stakeholders about primary mode of communication (social media, website, email, etc.) and communicate all expectations of students and parents in this process. (Participation, attendance, etc.)

- ❑ Release technology (devices and hotspots) to students in need – LPPS Technology Contract

- ❑ Meet weekly with staff (Academic Departments, Counseling Team, Administrative team, Custodian Team, Coaches etc.)

- ❑ Maintain school hours during virtual learning & communicate this to all stakeholders. *Notify parents, students, and community, via social media, website, and callouts that normal school hours will be maintained.*

- ❑ Monitor Virtual Learning by reviewing Google Classrooms and PowerSchool grades each week and tracking standards.

- ❑ Establish daily office hours for all teachers where they are immediately available for students via ZOOM. This information should be posted in Google Classroom.

- ❑ Ex: Can be first 1 hour of the day, last 20 minutes of the class, etc.

- ❑ Counselors identify and maintain contact with at-risk students

- ❑ Create a "Help Desk" for technology related issues (log-in, submission of assignments, accessibility, etc.)

Middle School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Teacher Actions
Click On Item Hyperlinks For Resources

- ❑ Review Scope and Sequence to identify major content which still needs to be covered

- ❑ Communicate procedures for ZOOM Meetings and daily instruction to students and parents. Reiterate normal school hours will be maintained.

- ❑ Create virtual lessons on GOOGLE CLASSROOM that include the following components: Instruction, Practice, Assess for Accuracy
  - ❑ *Instruction*: Daily face-to-face interaction via ZOOM that will introduce a topic to students. Should not be more than 20 minutes in length.
  - ❑ *Practice*: Students apply their learning, independently (one task per lesson)
  - ❑ *Test Your Knowledge*: Daily formative assessment or summative assessment opportunity

- ❑ Maintain 1 grade per week in Math, Science, and Social Studies. Maintain 2 grades per week in ELA.

- ❑ Suggestion of no more than 20 minutes of Direct Instruction
  - Keep in mind time required for activities will fluctuate for individual students.

- ❑ Establish office hours where you are available to students for each class or daily (ex: last 20 minutes of class time)

- ❑ Communicate with parents and administration when there is concern over attendance or participation.

- ❑ Clever (Amplify, iReady Math, iReady Reading, Edulastic)

- ❑ Resources: Use all District Provided Curriculum

Ready Math - https://login.i-ready.com/

MyPerspective – The links for this tool can be reached through PowerSchool

Amplify Science: https://amplify.com

Social Studies - https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources

*** Provide students with master list of logins

Middle School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Parent Actions

- ❑ Establish a routine at home for completing assignments.

- ❑ Establish a daily routine for your child.

- ❑ Prepare a workspace free from distractions. Keep siblings in another room.
  Do not allow any electronics that are not needed for school assignments.

- ❑ Communicate with your child's teacher weekly.

- ❑ Check your child's work for completion.

- ❑ Allow productive struggles for your child. Do not give your child answers.

- ❑ When using digital platforms during virtual sessions, the teacher and class can see
  and hear what is occurring in your home.

- ❑ Please use appropriate language.

- ❑ Report any technology issues to your child's teacher or support facilitator.
  If you cannot reach your child's teacher, please contact the school.

- ❑ Students may fail in the virtual environment if they fail to participate
  and complete assignments.

Middle School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Student Actions

- ❑ Follow daily routine.

- ❑ Check Google Classroom daily for updates from teacher.

- ❑ Attend scheduled zoom lessons.

- ❑ Follow rules and teacher expectations .

- ❑ Dress appropriately during face-to-face time. Wear clothing that would be school appropriate.

- ❑ Find a quiet place to work, free from distractions.

- ❑ Have all materials ready for class before your class begins.

- ❑ You must use a laptop during face-to-face time. Have your laptop plugged in to charger or fully charged for lessons.

- ❑ Student is responsible for self-paced lessons and assignments.

- ❑ Do not use any electronics that are not needed for class during your instruction class time. (Example: TV, phone, i-pad, etc.)

- ❑ Communicate with your teachers. Ask for help when needed.

- ❑ Email your teacher when you turn in an assignment late.

- ❑ Do not eat during class.

- ❑ Use appropriate language.

- ❑ During face-to-face, login 5 minutes before your scheduled time. When using chat feature, remain on topic and use appropriate language. Follow all teacher directions.

- ❑ Have login and trouble-shooting tip sheets available for all lessons.

High School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

PRINCIPAL ACTIONS

- ❑ Inform stakeholders about primary mode of communication (social media, website, email, etc.) and communicate all expectations of students and parents in this process. (Participation, attendance, etc.)

- ❑ Release technology (devices and hotspots) to students in need – (hyperlink contract)

- ❑ Meet weekly with staff (Academic Departments, Counseling Team, Administrative team, Custodian Team, Coaches etc.)

- ❑ Maintain school hours during virtual learning & communicate this to all stakeholders.
    Notify parents, students, and community, via social media, website, and callouts that normal school hours will be maintained.

- ❑ Establish daily office hours for all teachers where they are immediately available for students via ZOOM. This information should be posted on Google Classroom.
    - ❑ Ex: Can be first hour, last hour, last 20 minutes of class, etc.

- ❑ Monitor Virtual Learning by reviewing Google Classrooms (LittleSIS) and PowerSchool grades each week to ensure teachers are on pace.

- ❑ Counselors identify and maintain contact with at-risk Seniors.

- ❑ Counselors identify and prioritize, by graduation year, students who need credentials to graduate (JumpStart Diploma). Communicate to CTE teachers those students who must earn a credential for graduation.

- ❑ AP/CLEP/DE Teachers continue to communicate any testing changes. DE teachers continue to communicate with University and Northshore contact.

- ❑ Create a "Help Desk" for technology related issues (log-in, submission of assignments, accessibility, etc.)

- ❑ Athletics: As LHSAA provides updates, they will be shared with Principals.

High School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Teacher Actions
Click On Item Hyperlinks For Resources

https://lpschools-my.sharepoint.com/:b:/g/personal/stacey_milton_lpsb_org/Eep1aJ_Y-tJHq98TiTlmjjUBc7oBQqXwxOoMVf8GaMT_aA?e=DXBZtP

❑ Review Scope and Sequence to identify major content which still needs to be covered.

❑ Communicate procedures for ZOOM Meetings and daily instruction to students and parents. Reiterate normal school hours will be maintained.

❑ Create virtual lessons utilizing District Adopted, Tier 1 Curriculum on GOOGLE CLASSROOM that include the following components: Instruction, Practice, Test Your Knowledge
  - ❑ *Instruction*: Daily face-to-face interaction via ZOOM that will introduce a topic to students. Should not be more than 20 minutes in length.
  - ❑ *Provide students with a master list of logins*
  - ❑ *Practice*: Students apply their learning, independently (one task per lesson). Keep in mind time required for activities will fluctuate for individual students.
  - ❑ *Test Your Knowledge*: Daily formative or summative assessment opportunity.
    - ❑ Maintain 2 grades per week, minimum of 3 grades per reporting category each interim .

❑ Establish office hours where you are available to students for each class or daily (ex: last 20 minutes of class time)

❑ Communicate with parents and administration when there is concern over attendance or participation.

Credit Recovery Teachers

❑ Credit Recovery teachers should contact students to establish a work schedule

CTE Teachers

❑ Administrators will notify CTE Teachers which students must receive their credentials in order to graduate. Teacher will establish an individualized plan with that student to return to school for instruction and testing as needed to earn the credentials.

High School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Parent Actions

- ❑ Establish a routine at home for completing assignments.

- ❑ Establish a daily routine for your child.

- ❑ Prepare a workspace free from distractions. Keep siblings in another room.
  Do not allow any electronics that are not needed for school assignments.

- ❑ Communicate with your child's teacher weekly.

- ❑ Check your child's work for completion.

- ❑ Allow productive struggles for your child. Do not give your child answers.

- ❑ When using digital platforms during virtual sessions, the teacher and class can see
  and hear what is occurring in your home. Please use appropriate language.

- ❑ Report any technology issues to your child's teacher or support facilitator.
  If you cannot reach your child's teacher, please contact the school.

- ❑ Students will fail in the virtual environment if they fail to participate
  and complete assignments.

High School

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Student Actions

- ❑ Follow daily routine that includes normal school hours.
- ❑ Check Google Classroom daily for updates from teacher.
- ❑ Attend scheduled ZOOM lessons and participate in office hours.
- ❑ Follow rules and teacher expectations .
- ❑ Dress appropriately during face-to-face time. Wear clothing that would be school appropriate.
- ❑ Find a quiet place to work, free from distractions.
- ❑ Have all materials ready for class before your class begins.
- ❑ You must use a laptop during face-to-face time. Have your laptop plugged in to charger or fully charged for lessons.
- ❑ Student is responsible for self-paced lessons and assignments.
- ❑ Do not use any electronics that are not needed for class during your instruction class time. (Example: TV, phone, i-pad, etc.)
- ❑ Communicate with your teachers. Ask for help when needed.
- ❑ Email your teacher when you turn in an assignment late.
- ❑ Do not eat during class.
- ❑ Use appropriate language.
- ❑ During face-to-face, login 5 minutes before your scheduled time. When using chat feature, remain on topic and use appropriate language.
- ❑ Follow all teacher directions.
- ❑ Have login and trouble-shooting tip sheets available for all lessons.
- ❑ Understand that you will fail classes if you do not participate in zoom sessions and complete assignments.
- ❑ Virtual learning requires more self-control and organization skills than traditional learning. You must stay organized and commit yourself during school hours.

Special Education

PRIORITY

Ensure all students (504 and Special Education) have appropriate access to learning opportunities.

SCHOOL ACTIONS
Click On Item Hyperlinks For Resources

- ❑ Student accommodation and modification pages have been shared with all teachers and paraprofessionals
- ❑ Learning expectations for both Sped and 504 students have been clearly communicated to parents
- ❑ 504 contacts, Special Education Teachers, and paraprofessionals offer additional support, monitor student performance, and make necessary adjustments to learning goals and opportunities
- ❑ Appropriate devices that extend beyond laptops (headphones, large screen computers, etc.,) have been provided to students needing those devices to ensure access
- ❑ Additional intervention programs will be offered to students with learning deficits.

CONSIDERATIONS FOR STUDENTS WITH LEARNING DIFFICULTIES

- ❑ How does a virtual format impact lesson delivery for each student with an IEP/IAP?
- ❑ Determine what adjustments (if any) may be needed to lesson presentation/delivery?
- ❑ What additional support may be needed to facilitate optional learning opportunities?
- ❑ Are lessons being differentiated to accommodate learning differences and meet the goals of the IEP?
- ❑ How will student performance in relation to IEP/IAP goals be assessed?
- ❑ How are special education teachers going to ensure open communication with regular education teachers, parents, and other stakeholders?

NOTES AND NEXT STEPS

Special Education and 504 Students have unique learning needs. They sometimes struggle while in a regular classroom in face-to-face learning environments. Assessing each student's response to a virtual learning environment and making necessary adjustments are vital to supporting student success.

Professional Development

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Principal Actions Click On Item Hyperlinks For Resources

❑ Deploy a needs assessment survey to the faculty. If district assistance is needed, complete the Google Form requesting continuous learning support.

https://forms.office.com/Pages/ResponsePage.aspx?id=QxojlQ4Xn0GXabDqqJhF-Wi8cvl9H89Ng_JAhWZQD-5UNUVXMjBGOUZVWVFKQU5IWFNVVjlQRFdPNy4u

❖ Inform teachers of the tip sheets and their location on the technology website. Explore these with the faculty.

https://www.lpsb.org/staff_resources/educator_resources/tip_sheets

❑ Conduct observations of virtual instruction.

❑ Review the district guidance with your faculty for use of Google Classroom and requirements for effective instruction.

❑ Continue required collaboration meetings virtually such as SWAT, Data Team Meetings, Grade Level Meetings, Departmental Meetings, SIP Team Meeting, etc.

❑ Participate in district-wide informational virtual trainings.

Professional Development

PRIORITY: COMMUNICATE NEW VIRTUAL LEARNING EXPECTATIONS

Teacher Actions

- ❑ Participate in professional development provided by the district to review location of and use of digital resources for each curriculum to assist with planning.

- ❑ Wit and Wisdom- Affirm

- ❑ CKLA

- ❑ Amplify Science

- ❑ iReady Math

- ❑ Social Studies and Science Scope and Sequence-Google Docs

- ❑ iReady Reading

- ❑ My Perspectives

- ❑ History McGraw Hill

- ❑ Springboard ELA

- ❑ Envision Math

- ❑ Participate in a PD on the use of Zoom- specifically use of breakout rooms, sharing screens, recording.

- ❑ Utilize instructional videos for CKLA and Ready Math.

- ❑ Utilize Wit & Wisdom assessments in Edulastic

- ❑ View and review district guidelines of the parts of a lesson and examples of what that look like in Google Classroom.

- ❑ Refresher Training of Google Classroom Implementation specifically troubleshooting.

NOTES & COMMENTS
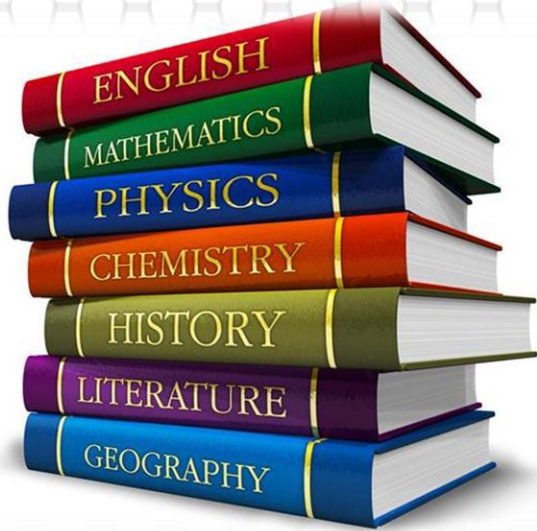
If everyone is moving forward together, then success takes care of itself.

~ Henry Ford ~

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Livingston Parish Public Schools

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Livingston M.A.D.E.

Make a Difference Every Day!